

33 - Complete

## SOCIETY FOR CURRICULUM STUDY

### NEWS BULLETIN

1933 : No. 3.

May 29, 1933.

#### PART I

#### NEWS NOTES

#### A YEARLY ANNOTATED LIST OF NEW TEXT BOOKS

Mr. M. E. Herriott of the Bureau of Research in the Los Angeles Public Schools has been appointed chairman of a committee to prepare a Yearly Annotated List of New Text Books. This list will be published as a bulletin of the Society in the latter part of the year. For the present no attempt will be made to evaluate the new text books. A brief note will follow each entry.

----0----

#### THE 1934 MEETING OF THE SOCIETY

With the announcement of the selection of Cleveland as the location of the 1934 meeting of the Department of Superintendence, it is time to think of the program of the annual meeting of our Society. In accordance with the decision of the executive committee, the program will be arranged by a committee, of which Mr. Paul Hanna is to be the chairman.

----0----

#### THE CURRICULUM PROGRAM IN ARKANSAS

The State Department of Education in Arkansas is inaugurating a co-operative curriculum program. The director of the program is Mr. Ed. McGuistion who is a member of the Department of Education. The general consultants are Dr. Doak S. Campbell and Dr. H. L. Caswell of the Division of Surveys and Field Studies, George Peabody College for Teachers, Nashville, Tennessee. The school year 1933-34 will be devoted to a study program in which all teachers in the State will have opportunity to participate.

A preliminary conference to plan for this program was held in Little Rock, March 20th to 22nd. At this conference plans were developed for organizing the State so as to provide guidance for the work next year. Steps were also taken to encourage the presentation of curriculum courses in the state institutions for the training of teachers during the next summer session and to get teachers of the State to enroll for these courses.

Central committees will meet later this spring and outline plans for their work. Representatives of these committees will carry out these plans during the summer in the curriculum laboratory at Peabody College. In addition to the usual central committees, a committee will be appointed to prepare study materials for the use of the groups to be organized throughout the State next year.

H. L. Caswell.

----0----

#### A TEACHER TRAINING CURRICULUM

The first complete printed Teacher Training Curriculum bulletin has just been published by the Pennsylvania State Department of Public Instruction under the title of SYLLABI, State Teachers Colleges, Commonwealth of Pennsylvania. The volume represents the combined efforts of the faculties of the State Teachers Colleges of Pennsylvania to develop the minimum essentials in the courses which

constitute the four-year programs of teacher training.

In the fall of 1931 under the direction of the General Curricular Revision Committee, a faculty chairman was appointed for each department of the curriculum, who, in turn, appointed subcommittees for the separate subjects in each department. Approximately one hundred committees prepared the SYLLABI and distributed them throughout the state for criticism in the spring of 1932. All the faculty members of the several State Teachers Colleges assembled in Harrisburg during the Easter vacation and discussed the SYLLABI in conferences. Further revisions in the light of the group meetings were made. The General Curricular Revision Committee made the final preparation of the material for the printer.

----0----

#### CONCERNING EXCHANGE OF CURRICULUM BULLETINS

In answer to the proposal for an Exchange Curriculum Bulletin, I want to accept for the Lincoln School, but I should like to raise a few questions first. I presume our curriculum materials would include all the volumes in the Lincoln School Curriculum Studies. As you know these books are expensive and we get out from two to four a year. If one hundred school systems cooperate in this exchange, it means we would have to give away two to four hundred volumes costing us approximately \$2.00 each. In return for these, we would get very few materials from the majority of the school systems, probably one or two inexpensive, mimeographed courses of study.

I am raising the question as to whether or not exchange should not be made on the basis of the net price of the various publications. That is, if the net price of our curriculum materials in 1932 is \$8.00 and the net price of Cleveland materials is \$4.00, we would exchange with Cleveland and receive the difference. On the other hand, if the net price of publications from Long Beach were \$15.00, we would exchange and repay them the difference. This proposal might complicate the exchange to such an extent that it would be unwieldy, but I think we must not overlook the fact that a few school systems will put out a great deal more than they receive and conversely some school systems will get a lot of materials for practically nothing.

Paul Hanna.

----0----

I am writing to Mr. W. H. Bristow, of Harrisburg, Pa., to say I think we can and should set up some plan for inter-change of curriculum bulletins at the cost of printing by the local school boards.

Nancy O. Devers.

----0----

#### CURRICULUM RESEARCH AT THE GRADUATE LIBRARY SCHOOL OF THE UNIVERSITY OF CHICAGO

The reading studies at the Graduate Library School of the University of Chicago probably belong under your heading, "curriculum objectives" in the adult field. We have many things going forward which should indicate what different sorts of people want to read about and how such reading is most acceptably supplied. Having said so much I've said about all I can short of a sketch of each of the studies. The latter, I am sure, you do not want.

Work we have under way in New York City, which involves virtually a city-wide sample of adult classes, and a companion piece in South Chicago which we hope to start soon, are significant in that they show who reads what, and where they get it; - that is, from what source, whether commercial distributor, public library, school library, bookstore, etc. Thus the data work in at least two directions: they show, more clearly perhaps than any other single type of evidence, what the curiosities of different groups of adults are, the groups being defined by sex, age, nationality, schooling, and occupation; also, they show to what extent and for

what groups reading can compete successfully with the radio, motion pictures, conversation, etc., as a means of satisfying such curiosities.

Attention to such studies does not imply, of course, that reading alone can meet the educational needs involved. Supplementary discussion, whether formal or informal, relationship of the reading to matters the individual knows most about, and all the interplay of social processes that make for adjustment, very decidedly enter in. But we do have hopes that the present tendency to confuse adult education with harmless, though ineffective, recreation and warmed-over secondary schooling can be clarified by the studies.

On this score, we beg to remain in your membership. Whether administrators can put our findings to any practical use or not seems to me irrelevant to the help they offer people who are trying to think through the two problems which, perhaps more than any others, confront our local governments in the years ahead; namely, how to provide most economically for the socially beneficial use of enforced leisure, and how best to circulate through inexpensive means the ideas which the common man so evidently needs to understand current social issues.

Douglas Waples.

----0----

#### THE ADMINISTRATION OF THE CURRICULUM IN A MODERN SCHOOL SYSTEM

In the last fifteen years, the curriculum has assumed increasing importance. Curriculum departments were established, teachers were drawn into the movement, yearbooks were issued, commissions created. We were more than justified in the assumption that the curriculum should be given more recognition in the administration of the schools. It is essential that schools set aside personnel and funds for keeping its educational offerings abreast of the best thought and practice. We were on firm ground in assigning a more important role to the teachers. The contribution of the teacher is indispensable, for the curriculum of the school is found in the way in which he conceives education.

Every teacher in America must become a student of the fundamental problems in American life and in education. I have thought it might be well to declare a moratorium on the actual making of courses of study for a period of five years and instead to organize the teachers of every school and of every school system for the study of the role of education in American life. We still think too much in terms of prescribed courses of study. These often tend to smother the creative impulses of teachers. Curriculum makers have often been more concerned with such problems as how to teach subtraction than they have with the momentous question of the social purposes of education in the twentieth century.

The curriculum should be planned according to a considered philosophy of education. It is true that gains have been made in method, that subject-matter has been enriched, but there have been few far-reaching changes. In the high school hundreds of thousands of youth today are pursuing subjects which are utterly valueless to them and therefore to society. These courses set the pattern for teaching in all classes and limit experimentation on the part of the teacher. Thus education remains too largely a process of "learning" subject-matter as an end in itself. The curriculum revision movement in the last twenty years has left the crucial problems in education largely untouched. A three-R curriculum is nothing short of a social menace. We as teachers can no longer confine our attention to individuals, but we must become students of society. Youth must be given a realistic understanding and critical appreciation of the culture in which they live.

-- Jesse H. Newlon, before the Department of Superintendence, Minneapolis,  
March 1, 1933.

----0----



## THE FUNCTIONAL ORGANIZATION OF SCHOOL SUBJECTS

The frontier school of the next decade - the school which all other elementary schools must follow if we are to justify heavy public expenditures for elementary education - is the one which will recognize the child as an integrated personality who cannot be separated into component parts and any one part of him be developed or educated in isolation from all of the rest of him. .... It will emphasize happy, successful living and the solving of real problems even when the child is within the walls of a school building. Its curriculum will be as broad as child life itself and will be organized into large, meaningful units of real experience appropriate to the level of maturity of these groups of children. This curriculum will not yield itself to the compartmentalization of the traditional subject matter school. The child will not learn geography for thirty minutes and then turn to thirty minutes of learning arithmetic, but he will learn much of all these important contributions of the social inheritance. What he learns will have real meaning for him, for he will have used it in solving real problems.

McGaughy, J. R. - The Extension of the Frontier in Elementary Education Since 1900. Department of Superintendence, Official Report, February 25 to March 2, 1933, p. 267.

----0----

INCORPORATION OF LAST TWO YEARS OF UNIVERSITY OF CHICAGO  
HIGH SCHOOL IN THE COLLEGE PROGRAM.

As we have studied for the past two and a half years the problems of general education we have come convinced that they cannot be readily solved by an organization with divided loyalties. We are certain too, that an organization which has its students for only two years will always face great difficulties in the construction of a program designed to give a general education. In addition we have observed, like everybody else, the duplication and overlapping that have afflicted the last two years of high school and the first two years of college. Our college became a two-year unit in 1930. Our college faculty has been composed of members of the upper divisions, and has been, to a certain extent, a faculty of divided loyalties. The members of it have been concerned with general education in the college, and with research and advanced study in the divisions. They could not be appointed in the college without the approval of chairmen of departments whose interests might be exclusively in advanced work. Our high school has been a laboratory school of the Department of Education, under an administration separate from that of the college.

On January 12 the board of trustees on the recommendation of the senate approved two important proposals, one to incorporate the last two years of the University High School in the program of the college, and the other to permit the appointment of members of the college faculty without the concurrence of departmental chairmen or divisional deans. The first action gives us a four-year unit devoted to general education. The second gives us the chance to build up a faculty chosen because of its special interest and ability in this field. The four years devoted to general education will be under the administration of the college dean; the principal of University High School has become associate dean of the college.

This organization has been put into effect on the theory that a simple, workable, and defensible program for education in this country is a six-year primary school, a three- or four-year secondary school, and then various terminal courses of study, one of which deals exclusively with general education and the others of which, with a core of general education, are designed to prepare the student for work in technical or business fields. At the moment the University of Chicago is prepared to develop only the four-year curriculum in general education. Faculty committees are at work on this course of study now, with a view to offering



a tentative experimental curriculum to students for the first time next fall.

-- Robert M. Hutchins, before the Department of Superintendence, Minneapolis,  
March 2, 1933.

-----0-----

#### CORRELATING AMERICAN LITERATURE AND HISTORY COURSES

Correlation of American Literature and American History in the eleventh grade is a suggestion of the new South Dakota English Course of Study. Prepared by South Dakota teachers, under the direction of Dr. Bruner, Teachers College, Columbia University, it represents an attempt to solve a problem which faces every school administrator.

This year a reorganization of our curriculum made it possible to plan a two hour class, meeting the essentials of a correlated English and History course under the direction of one instructor. The class numbered twenty, and is of average ability. They are well acquainted with the use of the unit method of instruction combined with supervised study. Since no one text combined the materials to be covered, use is made of many standard texts in both history and literature. The library furnishes most of the necessary reference material. Two rooms are utilized by the class in their daily class periods, which extend from nine until eleven in the morning. Pupils move from one classroom to the other at ten.

All teaching is determined by the philosophy of the school - a vital program of activities linking schooling with actual life, past and present, dominates the class. What these activities are and how they are made effective can best be illustrated by tracing the presentation of a typical unit covering the period of the Civil War. So recent and dramatic was this struggle that there is available a mass of vivid historical and literary materials. The questions of slavery and of states' rights were subjects for books, articles, poems and debates. Fundamental changes in the future of America that took place then, affect us today.

The first step in the unit was to utilize this interest. Members of the class interviewed members of the G.A.R. who had been in the conflict. Delving into many history texts, they determined the situations which confronted Abraham Lincoln as president and leader of the Northern forces. To assist them in their search they were given a mimeographed worksheet of "things to do", important movements to discuss, and a bibliography of books to read. Talks by the instructor, reports from the class, map talks and the showing of films were some of the things planned in the development of the unit.

The debates of Lincoln and Douglas, the newspaper articles by Horace Greeley, the poems by Walt Whitman were read and evaluated. Because the class knew the historical background of the times, they could know better the meaning of the writings of the era. Practice in composition was furnished by reports of authors, generals, and leaders. Imaginary newspaper reports, feature stories of battles and dramatization of great moments in history were used a great deal. Books such as "John Brown's Body" by Stephen Vincent Benet, "The Crisis" by Winston Churchill, or "Uncle Tom's Cabin" by Harriet Beecher Stowe were read as book reports while the unit was being studied.

As a cumulative activity a pageant was written and presented before the assembly. It brought forth much favorable comment and was enjoyed by the class. Units like this one are being written for the entire course. Current problems form a large part of the work, and are used as motivation in English and History. "The American Observer" and "The Scholastic" are thoroughly studied.

-- C. Maurice Wieting, Principal, Lennox High School, Lennox, South Dakota.

-----0-----

## DOCTORS' THESES IN CURRICULUM MAKING 1932-33.

Mr. Carter V. Good has compiled a list of Doctors' Theses Under Way in Education, 1932-1933, which is printed in the January 1933 number of THE JOURNAL OF EDUCATIONAL RESEARCH. With his kind permission we list below those theses which are in the field of Curriculum Making:

- Slair, Robert V. "The Problem Method of Teaching Algebra." Peabody.
- Bouvard, Germaine. "The Minimum Essentials of Grammar To Be Taught in Each One of the First Four High School Terms to Fulfill the Reading Aim of a French Course." New York.
- Brechbill, Henry. "The Content of Teacher Training Courses for Science Teachers." George Washington. Powers.
- Bryam, Harold M. "Some Problems in the Professional Education of College Teachers in Graduate Schools of Colleges and Universities." Columbia. O'Rear.
- Burnham, A. L. "Concepts Basic to a Beginning Course in World Geography." Colorado State Teachers College. Rugg.
- Carlson, Paul A. "A Study of the Relative Merits of Two Systems of Instruction in Bookkeeping." Wisconsin. Barr.
- Crayton, Sherman G. "A State Program for the Education and Care of Handicapped Children." Indiana. Smith.
- Dollarhide, D. A. "Status of Social Studies." George Washington. Powers.
- Downs, Martha. "The Adequacy of the Modern Elementary Mathematics Course as a Basis for Comprehending the Mathematical Content of Typical Newspapers and Magazines." New York.
- Edwards, Harry E. "Trends in College Curriculum Development in the Area of the North Central Association from 1928 to 1933." Indiana. Franzen.
- Emick, Glen O. "A Survey of the Present Status of Commercial Education in the States Embraced in the North Central Association to Discover What Legal and Regulatory Influences Are Being Exercised upon the Development of Commercial Education in the Secondary Schools." Indiana. Lewis.
- Everett, Samuel. "The Social Function of the Modern American School." Columbia. Counts.
- Farley, Eugene S. "An Achievement Test in American History for Secondary School Use Based Upon an Analysis of the Content of the Subject." Pennsylvania.
- Fawcett, Harold F. "An Analysis of Errors in High School Algebra With Suggestions for Remedial Instruction." Columbia. Reeve.
- Gemmill, Anna M. "The Science Background Necessary for the Professional Training of the Elementary Teacher." Columbia. Powers.
- Gordon, S. J. "An Objective Study for Guidance Purposes of the Interests and Activities of Parents and Pupils." Colorado State Teachers College. Rugg.
- Harrison, Thomas. "A Curriculum for a Prison School." Temple.
- Helser, Albert D. "A Project Curriculum for Animists." Columbia. Carney.
- Henderson, Helen R. "The Development of a Social Studies Curriculum for a Limited Eccentric Area on the Basis of a Socio-Economic Study." Columbia. Dunn.
- Kelson, Everett. "Technical Procedures in the Making of Schedules for Secondary Schools." Pennsylvania.
- Kerr, Chester A. "Studies in the Use of Leisure Time by Children." Columbia. Elliott.
- Landowne, Julius. "A Study of the Amount of Overlapping of Subject Matter in Elementary Biology and Hygiene and Its Effect on Learning and Retention." New York.
- Lange, Emil. "Course of Study Revision Techniques Applicable to Cities and Towns of Various Sizes." Southern California. Crawford.
- Langfitt, Bess A. "An Investigation of the Out-of-School Literature Experiences and Activities of Senior High School Pupils with Implications for the Senior High School Curriculum in Literature." New York.

- Lyons, Sally Anne. "A Curriculum of Physical Activities for Fourth, Fifth, and Sixth Grades." New York.
- McClaskey, Beryl R. "Beadle County: A Study in Social Economy With Certain Implications for Education." Columbia. Brunner.
- McPherson, Orpha. "Summer Vacation Activities of One-hundred Ten-Year-Old Children in a Selected Area." Columbia. Dunn.
- Metter, H. L. "The Arithmetic Curriculum Since 1860." Illinois. Monroe.
- Montgomery, Wilda L. "Informational Reading Among Adults." Pittsburgh. Yoakam.
- Morse, Marion V. "Education of the Individual for a Dynamic Role in Society." Columbia. Raup.
- Onthank, Karl W. "A History of the Curriculum of the University of Oregon." Stanford. Almack.
- Payne, I. D. "Curriculum Practices in Training Schools." Colorado State Teachers College. Rugg.
- Puckett, Roswell C. "The Technique of Making a High School Schedule." Iowa. Kirby.
- Reeves, S. N. "Tests of Quality for School Equipment and Supplies." Feabody.
- Royalty, Paul. "To Determine What Are the Linguistic Patterns Involved in Verb Tense Forms That Are Being Taught." Michigan. Fries.
- Sanguinet, Edwin H. "A Foundation for Curriculum Construction Based on a Child Study Activity Survey in the Philippine Islands." Columbia. Hopkins.
- Suber, James W. "Objectives in Science Teaching." George Washington. Ruediger.
- Thompson, Horace R. "A Sociological Determination of Certain Curricular Needs in the Manhasset Valley School." New York.
- Trillingham, Clinton C. "Organization and Administration of Continuous Programs of Curriculum Development in Large City School Systems." Southern California. Ford.
- Van Dyke, Louisa A. "An Analysis and Evaluation of the Content and Difficulties of Elementary Statistics." Cincinnati. Gregory.
- Vaughan, Seymour M. "A Program of Study in Agriculture by Years for the Junior High School, Based Upon Needs of Pupils as Determined from a Study of Local Situations." Cornell. Stewart.
- Wilson, Isabella C. "Determining Objectives for Home Economics Education Through a Study of Living Conditions." Columbia. Andrews.
- Wingerd, Mark A. "The Curriculum Changes in Six Denominational Colleges of Western Pennsylvania Since 1870." Pittsburgh. Franklin.
- Wolford, Feaster. "A Course of Study in Eighth Grade Agriculture for the Mountain Regions of the Berea College Area." Cornell. Stewart.

----0----

#### NEWS NOTES

From Rutgers University comes a bulletin entitled, *THE TRAINING OF TEACHERS*, by Daniel A. Prescott, which is No. 6 in Series IV. It contains a novel and stimulating outline of a curriculum for teacher education.

----0----

The Newlon-Hanna Speller just published by the Houghton Mifflin Company presents new words in a context of tested interest to children. The topics for each weekly spelling lesson were based; 1) on an analysis of 7000 units of work found in selected course of study materials; 2) a survey of the out-of-school activities and interests of 5000 children; and 3) a synthesis of recent researches in special spelling problems. The vocabulary was determined by an analysis of thirteen recent spelling textbooks and a comparison of this compilation with three of the best recent word lists.

----0----



Mr. W. W. Charters will give a course of lectures on modern theories and methods of curriculum construction at the Third Summer Seminar in Education at Yale University.

-----0-----

Mr. Duncan Ellsworth Clark of the Ventura City Schools writes: "You may be interested in our Ventura situation, the six-four-four plan which is now well under way after several years of preliminary work. Next year I shall have the new position of Director Curriculum in Junior College and Junior High School. A number of interesting problems in connection therewith are bound to develop."

-----0-----

The importance of curriculum making as a phase of supervision is emphasized in the Third Yearbook of the National Council for the Social Studies, entitled, SUPERVISION IN THE SOCIAL STUDIES, and published at Philadelphia by the McKinley Publishing Company. It consists of a series of reports of the activities of various supervisory officers. Curriculum making appears to be a major activity of supervisory officers. In Detroit, Michigan, during the past few years, the Division of Curriculum Research assisted the Social Science Department in the construction of courses of study, in the construction of tests, and in setting and carrying out learning experiments. A complete account is given of the program of improving instruction in the rural schools of New Jersey through co-operative reorganization of the social studies curriculum.

-----0-----

Under the direction of Mrs. Hazel H. Ott, formerly director of curriculum revision in South Dakota, the F. E. Compton Company will publish a series of units to be known as Compton's Pictured Teaching Units. The first units will have to do with the subject of geography, history, and social science. Each unit will consist of: Teacher's Manual including objectives, generalizations, approaches, activities, subject matter, and twelve plates of teaching pictures (9" x 12") most of them in color. It is planned to publish a Teacher's Handbook to accompany the units.

-----0-----

Mr. W. W. Charters will give a course of lectures on modern theories and methods of curriculum construction at the Third Summer Seminar in Education at Yale University.

-----0-----

Mr. Duncan Ellsworth Clark of the Ventura City Schools writes: "You may be interested in our Ventura situation, the six-four-four plan which is now well under way after several years of preliminary work. Next year I shall have the new position of Director Curriculum in Junior College and Junior High School. A number of interesting problems in connection therewith are bound to develop."

-----0-----

The importance of curriculum making as a phase of supervision is emphasized in the Third Yearbook of the National Council for the Social Studies, entitled, SUPERVISION IN THE SOCIAL STUDIES, and published at Philadelphia by the McKinley Publishing Company. It consists of a series of reports of the activities of various supervisory officers. Curriculum making appears to be a major activity of supervisory officers. In Detroit, Michigan, during the past few years, the Division of Curriculum Research assisted the Social Science Department in the construction of courses of study, in the construction of tests, and in setting and carrying out learning experiments. A complete account is given of the program of improving instruction in the rural schools of New Jersey through co-operative reorganization of the social studies curriculum.

-----0-----

Under the direction of Mrs. Hazel H. Ott, formerly director of curriculum revision in South Dakota, the F. E. Compton Company will publish a series of units to be known as Compton's Pictured Teaching Units. The first units will have to do with the subject of geography, history, and social science. Each unit will consist of: Teacher's Manual including objectives, generalizations, approaches, activities, subject matter, and twelve plates or teaching pictures (9" x 12") most of them in color. It is planned to publish a Teacher's Handbook to accompany the units.

-----0-----

## SOCIETY FOR CURRICULUM STUDY

## NEWS BULLETIN

1933 : No. 3.

PART II

May 29, 1933.

BIBLIOGRAPHY OF CURRICULUM MAKING  
March 1932 to March 1933

## Table of Contents

I. Curriculum Making : General	...	1
II. Planning for Curriculum Making	...	4
III. Investigations of Curriculum Objectives	...	5
IV. Learning Activities	...	9
V. Learning Activities in the Several Subjects	...	11
VI. Time Allotment and Grade Placement	...	13
VII. Providing for Mastery	...	13
VIII. Selecting Learning Equipment and Supplies	...	14
IX. Appraisal of Courses of Study	...	15
Index	...	16

## Introduction

This is the fifth annual bibliography of curriculum making prepared for the members of the Society for Curriculum Study. It is a compilation of works which are useful in directing, or participating in, a program of curriculum revision. About twenty members responded to our request for entries. Unpublished studies listed in the bibliography are available through inter-library loan.

There has been a decrease of forty per cent in the number of entries over last year. This is due to a decline in the number of members submitting lists and also to a more discriminating selection of publications. The number of general articles and monographs on curriculum making continues to increase. There is a sharp decline in the output of investigations of curriculum objectives which is partly due to the failure of members to report unpublished researches. Publications pertaining to activity curricula continue to increase. Learning activities for the various subjects are not reported as extensively as formerly because the specialists in this field have better access to new publications than the general workers who co-operated in compiling this bibliography.

Miss Vivian Weedon, Miss Audrey Knowlton, and Miss Ruth Seeger of the Bureau of Educational Research of Ohio State University, assisted in the preparation of this bibliography.

Henry Harap, Western Reserve University, Cleveland, Ohio.  
Edgar Dale, Ohio State University, Columbus, Ohio.



## BIBLIOGRAPHY OF CURRICULUM MAKING

March 1932 to March 1933

### I. CURRICULUM MAKING : GENERAL

#### a. Bibliographies

1. Baker, C. B. and Others - Curriculum Records of the Children's School. Evanston: Bureau of Publications, National College of Education, 1932, 562 pp. Bibliography for all the subjects, pp. 547-562.
2. Betts, G. L., Frazier, B. W., and Gamble, G. C. - Selected Bibliography on the Education of Teachers, U. S. Office of Education Bulletin 1933, No. 10. Vol. I, National Survey for the Education of Teachers. Washington: Government Printing Office, 1933, 118 pp. Three-hundred and eighty-nine of the references in this annotated bibliography deal with curricular and instructional provisions for teacher preparation.
3. Bruner, H. B. - Bibliography of Curriculum Approaches. (Mimeograph) 1932.
4. Carey, A. E.; Hanna, P. R.; and Meriam, J. L. - Catalog of Units of Work, Activities, Projects, Etc. New York: Bureau of Publications, Teachers College, Columbia University, 1932. 290 pp. A compilation of 7000 units of work, activities, projects, etc., found in courses of study, pamphlets, periodicals, and books; classified under topic headings and arranged according to the grades for which they were intended.
5. Herriott, M. E. - "Scientific Selection of Science Textbooks," Science Education, Vol. 17, pp. 98-105, April, 1933. Describes in detail the methods used in Los Angeles, giving fully the results of one investigation.
6. Zink, N. E. - "Eighty-Two Studies in the Teaching of Geography Classified by Content and Technique with Selected Summaries," National Society for the Study of Education, The Teaching of Geography, Thirty-Second Yearbook, 1933. Ch. 28, pp. 431-73. A critical bibliography, briefly annotated, with suggestions for further study. Ten significant studies are discussed exhaustively.
7. Virginia State Board of Education - Procedures for Virginia State Curriculum Program, Bulletin, Vol. 15, No. 1, July, 1932. Richmond: The Author, 1932. Organized under a variety of headings, a comprehensive bibliography is available for most topics in curriculum making. The bibliography is also classified by subjects.

#### b. Principles of Curriculum Making

8. Barnes, Walter - "A Curriculum of Literature Experiences." English Journal, 21:191-199, March 1932. A thoughtful article which presents literature as a device for deepening, broadening, illuminating and refining first-hand experience.
9. Briggs, T. H. - "General Science in the Junior High School." Teachers College Record, 30:599-609, 705-18, April, May, 1932. The first article contains a statement based on "an informal inventory....of the needs of science by representative citizens and of its possible values to whatever extent they may have been realized." The second is a discussion of subject matter and of method.
10. Cubberley, E. P. - "Curriculum and Educational Reorganization." (In his Introduction to the Study of Education, Boston: Houghton, Mifflin, 1933, pp. 301-29.)
11. Estes, Charlotte - "Necessary Changes in the Elementary Curriculum." National Elementary Principal, 12:13-15, October, 1932.

12. Hanna, P. R. - "Some Considerations Basic to Reorganization of Social Studies in Secondary Schools." The University of Virginia Record, Extension Series, Vol. 17, No. 4, October 1932, pp. 79-87.
13. Hatfield, W. W. - "Ideal Curriculum." Elementary English Review, 9:179-81+, September, 1932.
14. Heagen, Rena - "Principles Underlying the School Health Program," The Journal of Health and Physical Education, 3:10-12+, February, 1932.
15. Johnston, E. G. - "Impending Changes in the High School Curriculum." School and Society, 37:207-13, February 18, 1933.
16. Lane, R. H. - "Principles Which Will Integrate Elementary, Secondary and Higher Education." Los Angeles Educational Research Bulletin, 11:122-4, May, 1932.
17. Linquist, R. D. - "Developing a Functional Point of View," North Central Association Quarterly, 7:304-6, December, 1932.
18. Odell, W. R. - "An Appraisal of Secondary School Commercial Education." Teachers College Record, 34:43-52, October, 1932. A plea for the application of supply and demand studies with reference to the students enrolled in commercial courses and for better vocational preparation of the students.
19. Park, Julian - "Philosophy of Curriculum Making." Journal of Higher Education, 3:233-40, May, 1932.
20. Snedden, D. S. - "Education For a Changing Social World." National Education Association Proceedings, 1932:641-8.
21. Wooster, H. A. - "To Unify the Liberal-Arts Curriculum." Journal of Higher Education, 3:373-380, October, 1932. Points out that the concept of a continuous, if not progressive, evolution is the thread which can unify the liberal arts curriculum.
22. Wynne, J. P. - Principles and Technique of Curriculum Making. Farmville, Virginia, State Teachers College, 1932. A philosophical discussion of a secondary school program to satisfy the demands of a democratic social order.

#### c. General Works

23. Adams, M. A. - "New Conceptions of Curriculum Making." Baltimore Bulletin of Education, 10:88-92, January, 1932.
24. Albion, R. G. - "Curriculum Changes at Princeton." Journal of Higher Education, 3:59-62, February, 1932.
25. Bobbitt, Franklin - "Social Value of the Junior High School Curriculum." School Executives Magazine, 52:179-81, January, 1933.
26. Bonser, F. G. - "Life Needs and Education." New York: Bureau of Publications, Teachers College, Columbia University, 1932. 288 pp.
27. Brewer, J. M. - Education as Guidance. New York: The Macmillan Company, 1932, 668 pp. This thoughtful book is chock-full of help for the curriculum worker. It is one of the best books on curriculum making that has been written.
28. Briggs, T. H. - "A Program for Secondary Education." Bulletin of the Department of Secondary-School Principals, 40:1-12, March, 1932.
29. Broady, K. O., and Platt, E. T. - "Practical Procedures for Enriching the Small High School Curriculum." School Executives Magazine, 51:393-5, 417-18, 454-6, May-June, 1932.
30. Bruner, H. B. - "Curriculum Planning for a Changing Society." Childhood Education, 9:171-6, January, 1933. A vital discussion of the problems which face the curriculum maker of today.
31. Carrothers, G. E. - "High-School Curriculum Revisions and Innovations." Junior-Senior High School Clearing House, 6:262-70, January, 1932.

32. Caswell, H. L. - Program Making in Small Elementary Schools. Revised Edition, Field Studies No.1, Nashville, Tenn.: George Peabody College for Teachers, Division of Surveys and Field Studies, 1932. 77 pp. A technique for constructing a program to meet the needs of the small (one- or more-teacher) elementary school. Much illustrative material.
33. Coxe, W. W. - "Subjects Which Students Suggest Should Be Added to or Eliminated From the High School Offering." New York State Education, 19:368-9, 428, January, 1932.
34. Dale, Edgar - "The Curriculum and the Community." Educational Research Bulletin, 11:293-96, May 26, 1932. Emphasizes the need for curriculum making as a part of a community plan. Points out further that the attainment of educational objectives is conditioned in large measure by the adequacy of evidence concerning the nature and location of community deficiencies.
35. Ferris, E. N. - "Curriculum Demands on the Secondary Schools of the Future Affecting the Size of the Local School District." Education, 53:290-7, January, 1933.
36. Hall, S. B. - "The Evolution of the Present High School Curriculum." The University of Virginia Record, Extension Series, Vol. 17, No. 4, October, 1932, pp. 7-14. Curriculum changes from 1904 to 1929 are presented in chart form which is accompanied by a brief history and discussion.
37. Harap, Henry - "Curriculum Laboratory." New York State Education, 19:634, April, 1932.
38. Heyl, H. H. - "Rural Curriculum in Action." New York State Education, 19:635-7, 697-8, April, 1932.
39. Hibbard, Addison - "Why Not a Moratorium on New Courses?" School and Society, 36:225-29, August 20, 1932. Suggests the need for reduction in offerings in liberal arts colleges. In one group of such colleges a student would require 192 years to complete all offerings.
40. Hopkins, L. T. - "Curriculum Making in a Child-Centered School." Educational Method, 11:410-14, April, 1932.
41. Kinneman, J. A. - "Urban Centers and the Curriculum." Journal of Educational Sociology, 6:150-7, November, 1932.
42. Lide, E. S. - Procedures in Curriculum Making. U.S. Office of Education Bulletin, 1932, No. 17. Monograph of the National Survey of Secondary Education, No. 18. Washington, D. C.: Government Printing Office, 1933. Analysis is made of policies and practices followed in revising state, county, and city courses of study.
43. Loomis, A. K. - "Curriculum and the National Survey." North Central Association Quarterly, 7:219-28, September, 1932.
44. Loomis, A. K., Lide, E. S., and Johnson, B. L. - The Program of Studies. U.S. Office of Education Bulletin, 1932, No. 17. Monograph of the National Survey of Secondary Education, No. 19. Washington, D. C.: Government Printing Office, 1933. The present situation and trend over recent years are shown with respect to offerings of elective and required subjects; one part of the report deals with registration and scheduling.
45. Loomis, A. K. - "Recent Trends in the Secondary School Curriculum Progress Report; National Survey of Education." Bulletin of the Department of Secondary School Principals, 40:94-107, March, 1932.
46. McGrath, R. T. - "Curriculum Revision in Kansas." Kansas Teacher and Western School Journal, 35:9-10, June, 1932.
47. Myers, O. F. - "Semi-Professional Curricula of the Los Angeles Junior College." Journal of Education, 115:207-9, March 7, 1932.
48. Newlon, J. H. - "Improvement and Economy in the High-School Curriculum." Bulletin of the Department of Secondary-School Principals, 45:112-20, March, 1933.



49. Paterson, H. - "Trends in the Offering of Oklahoma High Schools, 1921 to 1931." Peabody Journal of Education, 9:349-54, May, 1932.
50. Phillips, E. B. - Analysis of the Curricula of the Small High Schools of Maine. University of Maine Studies, Second Series, No. 23. Orono, Maine: University of Maine, 1932. 89 pp.
51. Puckett, R. C. - Making a High School Schedule of Recitations. New York: Longmans, Green and Co., 1931. 164 pp. The major problems of schedule-making are treated quite in detail.
52. Rutledge, R. E. and Fowler, Allen - "Changing Senior High School Population and the Curriculum Problem." School Review, 40:109-14, February, 1932.
53. Ryan, H. H. - "What Should be the Policy Governing the Future Activities of the Commission on Unit Courses and Curricula?" North Central Association Quarterly, 6:394-8, March, 1932.
54. Smithey, W. R. (Editor) - "The Virginia High School Curriculum." University of Virginia Record, Extension Series, Vol. 17, No. 4, October, 1932, pp. 5-97. The report of thirteen speeches dealing with the curriculum problem in Virginia.
55. Strayer, G. D. and Others - Report of the Survey of the Schools of Chicago, Illinois. Vol. III. New York, Bureau of Publications, Teachers College, Columbia University, 1932. Chapters 2 and 3, pp. 18-73. Chapter Two deals with the curriculum in the elementary school. Chapter Three with that of the high school. The constructive criticism should be of value to one who is examining his own curriculum.
56. Wiggins, D. M. - "Curriculum Problems of Small Rural High Schools in Texas." School Review, 40:460-6, June, 1932.
57. "Integration in High School Subjects." Junior-Senior High School Clearing House, 7:387-434, March, 1933. The whole issue is devoted to the theme of integration in high school subjects.
58. Virginia State Board of Education - Organization for Virginia State Curriculum Program. Virginia State Board of Education Bulletin, Vol. 14, No. 5, Richmond, Virginia: The Author, 1932. 26 pp. The duties and responsibilities of the various officers in charge of curriculum are here outlined.
59. Virginia State Board of Education - Study Course for Virginia State Curriculum Program. Virginia State Board of Education Bulletin, Vol. 14, No. 4, Richmond, Virginia: The Author, 1932. 13 pp. An outline for studying seven curriculum questions.

## II. PLANNING FOR CURRICULUM MAKING

60. Carr, J. W. - "Work of the Teacher in Planning the Curriculum." Educational Method, 11:274-80, February, 1932.
61. Cooper, W. J. - "Curriculum of the High School." Bulletin of the Department of Secondary-School Principals, 45:21-34, March, 1933.
62. Courtney, G. A. - "Function of the Teacher in Service in Relation to the Problems of the Curriculum." Pittsburgh Schools, 6:145-8, January, 1932.
63. Dale, Edgar - "Outlining the Course of Study." Educational Research Bulletin, 11:347-50, October 26, 1932.
64. Douglass, H. R. - "Adapting the Curriculum of the Junior High School to the Needs of the Pupils." Bulletin of the Department of Secondary School Principals, 45:127-39, March, 1933.
65. Knowlton, P. A. - "Publishers and the Curriculum." Elementary School Journal, 33:502-13, March, 1933.
66. Lide, E. S. - "Plans for Curriculum Making in Secondary Schools." School Review, 40:751-59, December, 1932.

67. Myers, A. F. - "Advisory Service Related to Curriculum Revision." *Journal of Educational Sociology*, 5:580-5, May, 1932.
68. Newlon, J. H. - "Administration of the Curriculum in a Modern School System." *National Education Association, Department of Superintendence, Official Report*, 1933. p. 252.
69. Newlon, J. H. - "Tendency Toward Integration in the High-School Curriculum." *Junior-Senior High School Clearing House*, 7-396-9, March, 1933.
70. Saucier, W. A. - "Minimum Essentials for the Limited High School Pupil." *Education*, 53:358-62, February, 1933.
71. Sears, F. B. - "Function of Research in Curriculum Making." *California Quarterly of Secondary Education*, 8:147-53, January, 1933.
72. Sherman, J. L. - "Curriculum Offerings in Certain Types of Private Secondary Schools." *School Review*, 41:206-12, March, 1933.
73. Simpson, M. E. - "Curriculum Revision Program in the Elementary Schools of Rochester." *New York State Education*, 19:642-3, 700-2, April, 1932.
74. Tubbs, E. V. - "Some Problems in Curriculum-Making." *Education*, 52:358-61, February, 1932.
75. Walters, R. G. - "Bases for Constructing the Commercial Curriculum." *The Balance Sheet*, 14:244-48, 282, February, 1933. A compilation of old ideas which may be useful to those reorganizing their commercial curriculum.
76. Willett, G. W. - "Curriculum Revision in Public High Schools." *North Central Association Quarterly*, 7:298-303, December, 1932.

### III. INVESTIGATIONS OF CURRICULUM OBJECTIVES

#### a. Commercial and Industrial Subjects

77. Adams, A. B. and Others - "Cultural Subjects in the Curriculum of a Collegiate School of Business; Symposium." *Journal of Business of the University of Chicago*, 5:40-60, Part 3, October, 1932.
78. Johnson, E. R. - "Aims and Purposes of Collegiate Schools of Business and the Character, Scope and Organization of the Curriculum to Accomplish these Purposes." *Journal of Business of the University of Chicago*, 5:17-39, Part 3, October, 1932.
79. Matherly, W. J. - "Scientific Study of the Objectives and Training Programs of Collegiate Business Education." *Journal of Business of the University of Chicago*, 5:35-9, Part 3, October, 1932.

#### b. Health and Recreation

80. Finckney, J. M. and Others - *A Health Instruction Guide for Elementary School Teachers*. Austin: University of Texas, 1932, pp. 21-82.

#### c. Higher Education

81. Wheeler, J. T. - *Curriculum Making in Agricultural Colleges*. Athens, Ga.: McGregor Company, 1932. 165 pp. An excellent example of the use of soil, livestock, crop, and farm machinery data in constructing a curriculum for agricultural schools.
82. Young, E. B. - *A Study of the Curricula of Seven Selected Women's Colleges of the Southern States*. Contributions to Education No. 511. New York: Bureau of Publications, Teachers College, Columbia University, 1932, 220 pp.

d. Home Economics

83. Cunningham, B. V. and Connor, Ruth - "Suggested Experiments in the Field of Pre-Parental Education." Teachers College Record, 34:285-301, January, 1933. Selection of topics for study from a check list suggested by over 2000 pupils.
84. Hoerner, M. F. - "Objectives in Teaching Family Relationships." Journal of Home Economics, 24:119-28, February 1932. Opinions of teachers in training of rural women and of mothers.
85. Huston, H. H. - "Junior High Home Economics." Ohio Schools, 10:289, 307-308, November, 1932. A record of the home economic activities of 400 junior high school pupils for a period of one week.

e. Language

86. Alvey, Edward - "Adjusting the Content of High School English." The University of Virginia Record, Extension Series, Vol. 17, No. 4, October, 1932, pp. 42-53.
87. Askley, K. W. and Dodds, M. A. - "Cooperation in Building English Courses of Study in Denver." Junior-Senior High School Clearing House, 6:488-92, April, 1932.
88. Coleman, J. H. - Written Composition Interests of High School Pupils. Contributions to Education, No. 494. New York: Bureau of Publications, Teachers College, Columbia University, 1931. 117 pp. Concerned with the topics pupils like to write about. (Abstract: Teachers College Record, 33:758-9, May, 1932.)
89. Coleman, W. H. - A Critique of Spelling Vocabulary Investigation. Greeley: Colorado State Teachers College, 1931. 119 pp. Presents a vocabulary of 3,000 words, which is a combined spelling list. An invaluable aid in the reconstruction of a spelling curriculum.
90. Fitzgerald, J. A. - "Situations in Which Children Write Letters in Life Outside of the School." Educational Method, 12:223-31, January, 1933. An analysis of 3184 letters written by children in grades 4, 5, and 6.
91. Greene, H. A. - A Criterion in the Course of Mechanics of Written Composition. University of Iowa Studies, New Series, No. 246. Studies in Education, Vol. 8, No. 4, March 1, 1933. Iowa City: University of Iowa, 1933. 64 pp. A tabulation of punctuation and capitalization practice found in seven handbooks of style.
92. Johnson, B. L. - "Children's Reading Interests as Related to Sex and Grade in School." The School Review, 11:257-72, April, 1932. A study of the reading interests of 1856 boys and girls in grades 5 to 10 in 19 representative schools in Duluth, Minnesota.
93. Newton, Leslie - "Changing School Curriculum and the Library." Wilson Bulletin, 7:159-65, November, 1932.
94. Rodgers, G. S. - "A Critical Study of the Grammatical Errors of Junior High School Pupils." Journal of Applied Psychology, 16:421-26, August, 1932. From an analysis of 29,000 compositions written by junior high-school students, the author finds 9394 errors, 7784 of which occurred among only 24 types of error.
95. White House Conference on Child Health and Protection - Children's Reading; a Study of Voluntary Reading of Boys and Girls in the United States. New York: The Century Company, 1932. 90 pp. A study of reading habits and the problems of promoting good reading among American children.



f. Mathematics.

96. Adams, Imogene and Cole, R. D. - "An Analysis of Algebra Workbooks." Journal of Educational Research, 26:116-31, October, 1932. Nine algebra workbooks are the basis of the detailed analysis here presented.
97. Pressey, L. C. and Elam, M. K. - "The Fundamental Vocabulary of Elementary-School Arithmetic." Elementary School Journal, 33:46-50, September, 1932. A list of 117 essential terms in arithmetic is presented. Criteria for selection were frequency of use, importance, and social usefulness.
98. Stock, E. K. - "An Analysis of Elementary Algebra Text Books for Content and Emphasis." Abstract in Penn State Studies in Education, No. 4. State College, Pennsylvania: Pennsylvania State College, 1932, pp. 41-2. Ten algebra textbooks were examined to determine the number of lines devoted to explanation and the number of problems in each of 20 topics.

g. Science

99. Aber, L. A. - "A Study of the Relative Functional Value of Certain Items of Chemistry in Education." Abstract in Penn State Studies in Education, No. 4. State College, Pennsylvania: Pennsylvania State College, 1932, pp. 47-8. A questionnaire study of 106 chemical principles as to frequency of use and degree of satisfaction in understanding. A five-point scale is used to express frequency and degree.
100. Hofferd, G. W. - Content and Methodology of Ontario Lower School Biology. Toronto: The University of Toronto Press, 1932. 149 pp.
101. Hunter, G. W. and Knapp, Roy - "Science Objectives at the Junior- and Senior-High-School Level." Science Education, 16:407-16, October, 1932. A questionnaire study of the objectives of junior and senior high-school science based upon 393 returns from every state in the Union, with the exception of West Virginia.
102. Malin, J. E. - "A Brief Survey of the Mechanical Fundamentals of High-School Chemistry Taught in the United States." School Science and Mathematics, 32:149-55, February, 1932.
103. Persing, E. C. - "Present Objectives in Biology." Science Education, 17:24-34, February, 1933. Objectives found in 5 curriculum studies, 5 courses of study, and 6 textbooks. The purpose of this study was to discover all the specific objectives in approved courses of study, textbooks, and curriculum investigations, and second, to assign to each a measure of its frequency of occurrence in these sources.
104. Stevens, C. P. - "The New Courses in High School Chemistry." School Science and Mathematics, 32:244-49, March, 1932. An investigation based on examination of professional literature and replies from queries sent to 235 high schools of the United States.
105. Whipple, C. E. - "A Study of the Use Made of the Elements of High School Physics in the Everyday Life of the Pupils." Abstract in Penn State Studies in Education, No. 4. State College, Pennsylvania: Pennsylvania State College, 1932, pp. 31-2. The diary and questionnaire techniques were used in this study. In the latter frequency of use was determined on a five-point scale.

h. Social Studies

106. Carmichael, A. M. - "Primary Children's Comprehension of a Social Situation." Bulletin of the School of Education, Indiana University, Vol. 9, No. 1, September, 1932, pp. 102-24. This investigation endeavors to ascertain the growing ability of primary children to apprehend or conceive certain

intellectual aspects of a situation in which a child is defeated by his playmate.

107. Lacey, J. M. - "Social Studies Concepts of Children in the First Three Grades" Teachers College Contributions to Education, No. 549. New York: Bureau of Publications, Teachers College, Columbia University, 1932. 89 pp.
108. Pressey, L. C. and Fischer, R. - "The Geographical Background Necessary for the Study of History." Educational Research Bulletin, 11:234-38, April 27, 1932. A study of four history texts to determine the most common geographical locations.
109. Pressey, L. C. and Pressey, S. L. - "The Determination of a Minimal Vocabulary in American History." Educational Method, 12:206-11, January, 1933. A list derived from existing sources and unpublished data by the authors.
110. Russell, H. P. - "The Status of Geography in the Junior High School." (In National Society for the Study of Education, The Teaching of Geography, Thirty-Second Yearbook, 1933, pp. 539-44.) An analysis of the junior high school courses of study in geography of 63 cities having population of over 50,000.

#### i. Teacher Training

111. Rugg, E. U. - "What Teachers Colleges Teach." School Life, 18:54-54, November, 1932. Analysis of subject offerings in 66 teachers colleges and normal schools representing better practices.

#### j. Vocational

112. Sturtevant, S. M. and Strang, R. M. - "Method of Modifying a Professional Curriculum." Teachers College Record, 33:610-23, April, 1932.

#### k. Miscellaneous

113. Johnston, H. B. - Determination of Number and Types of Accidents Occurring to White Pupils in Elementary Schools in Birmingham, Alabama. University of Michigan, August, 1932. (Unpublished Master Thesis.)
114. Kretchman, M. L. - "The French Vocabulary, Grammar, and Phonetics to be Taught to Enable Pupils to Read Current English Literature Intelligently." Abstract in Penn State Studies in Education, No. 4. State College, Pennsylvania: Pennsylvania State College, 1932, pp. 11-12. This list is based on 15,000,000 words in six newspapers, five magazines, and three novels.
115. Mellinger, B. E. - Children's Interests in Pictures. Contributions to Education, No. 516. New York: Bureau of Publications, Teachers College, Columbia University, 1932. 52 pp. Eight hundred and twenty-one children in the first, third, and fifth grades were used in this study of preferences for realistic or conventional design and for black and white or colored pictures.
116. Shepard, A. C. - An Analysis of the Types of Training Which Should be Given in the Elementary School Relating to the Use of Books and Libraries. University of Michigan, August, 1932. (Unpublished Master Thesis.)
117. Terry, P. W. - "Summary of Investigations of Extra-Curriculum Activities in 1931, I." The School Review, 40:505-14, September, 1932. A bibliography of 1931 investigations.
118. Terry, P. W. - "Summary of Investigations of Extra-Curriculum Activities in 1931, II." The School Review, 40:613-19, October, 1932. The second of two articles summarizing investigations relating to extra-curricular activities.

#### IV. LEARNING ACTIVITIES

##### a. Nature of Learning Activity

119. Billett, R. O. - "Plans Characterized by the Unit Assignment." *The School Review*, 40:653-68, November, 1932. Points out the similarity in plans characterized by the names of problem, projected, differentiated assignments, long-unit assignments, contract, laboratory, individualized instruction, Morrison, Dalton, and Winnetka.
120. Gates, A. I. - "Experimental and Critical Appraisals of Certain Progressive Methods in Education." *Bulletin of the School of Education, Indiana University*, Vol. 9, No. 1, September, 1932, pp. 37-48. Sets up ten general principles which should be utilized in appraising educational devices and procedures.
121. Hildreth, Gertrude - "Success of Young Children in Number and Letter Construction." *Child Development*, March, 1932. Baltimore: Williams and Wilkins. Without formal instruction, groups of kindergarten and first grade children improve remarkably in ability to copy and to reproduce from memory, numbers, and letters. The tendency to overcome reversals is affected by experience.
122. Mayfield, J. C. - "The Systematic Development of Learning Units in General Science." *School Science and Mathematics*, 32:250-61, March, 1932.
123. Ruediger, Carl - *Teaching Procedures*. Boston: Houghton Mifflin Company, 1932. Ch. XV. The Learning Unit. 473 pp.
124. "The Unit Method of Teaching." *Secondary Education in Virginia*, No. 17. University of Virginia Record, Vol. 17, No. 7, January, 1933.
125. Virginia State Board of Education - "Procedures for Virginia State Curriculum Program." *Virginia State Board of Education Bulletin*, Vol. 14, No. 3, November, 1932. Richmond, Virginia: The Author, 1932.
126. William and Mary College, School of Education - *The Unit Plan of Teaching, as Used in the Matthew Whaley High School, Williamsburg, Virginia*. Bulletin No. 1, 1932. Williamsburg: The Author, 1932. 113 pp.

##### b. Activity Curricula

127. Barnes, E. A. and Young, E. M. - *Unit of Work: Children and Architecture*. Lincoln School Curriculum Studies. New York: Bureau of Publications, Teachers College, Columbia University, 1932. 353 pp. A unit of work developed with sixth grade pupils based upon architecture of their environment as a center of interest.
128. Carey, A. E., Hanna, P. R., and Meriam, J. L. - *Catalog: Units of Work, Activities, Projects, etc., to 1932*. New York: Bureau of Publications, Lincoln School of Teachers College, Columbia University, 1932. 290 pp. Lists the majority of printed accounts of units of work, activities, etc., found in courses of study, pamphlets, books, and periodicals. Complete information on where and how to obtain these materials.
129. Clouser, W. L., Robinson, W. J., and Neely, D. L. - *Educative Experiences Through Activity Units*. Chicago: Lyons and Carnahan, 1932. 362 pp. A careful description of a series of activity units. Especially valuable because of the detail in which the material is presented.
130. Detraz, M. J. - "Critical Analysis of the Activity Curriculum in the Elementary School." *Childhood Education*, 9:198-200, January, 1933.
131. Hanna, P. R. - "The Activity Program in the Intermediate Grades." *Education*, 52:483-8, April, 1932. A discussion of the curriculum of the intermediate grade of Lincoln School with a statement of next large problem to solve.

132. Hughes, A. W. - Carrying the Mail: A Second Grade's Experiences. New York: Bureau of Publications, Teachers College, Columbia University, 1933. 253 pp. A detailed account of a study of mail and the postal service, including the creative activities, explorations into the historical and geographic aspects of mail, and their use of tool subjects in pursuing this interest. Illustrated.
133. Hughes, A. W. - A Second Grade Investigates the Postal Service. New York: Bureau of Publications, Teachers College, Columbia University, 1932.
134. Kienholz, W. S. - The Activity Program. A Bibliography, with especial reference to clay, wood, metal and textile units of work, for the fifth and sixth grades. Mimeograph. 55 pp. May be secured through Division of Curriculum, Board of Education, Los Angeles.
135. Lane, R. H. - A Teacher's Guide to the Activity Program. New York: Macmillan, 1932. 257 pp.
136. Presler, Frances, Reed, Frederick, and Tanner, Florice - Group and Creative Activities. Second Grade Units. Southwest Indians, Pueblo, Navaho. Winnetka: Winnetka Educational Press, 1932.
137. Sweeney, F. G., Barry, E. F., and Schoelkopf, A. E. - Western Youth Meets Eastern Culture; A Study in the Integration of the Social Studies, English and Art in the Junior High School. Lincoln School Curriculum. New York: Bureau of Publications, Teachers College, Columbia University, 1932. 335 pp. A study of the integration of social sciences, English, and art in the junior high school. Illustrated.
138. Wright, L. E. - A First Grade at Work: A Non-Reading Curriculum. Lincoln School Curriculum Studies. New York: Bureau of Publications, Teachers College, Columbia University, 1932. 247 pp. A description of the curriculum of a first-grade group whose activities centered around broadening experience in transportation in an effort to build a reading readiness. Illustrated.
139. Binghamton, New York, Department of Education - Experimental Integrated Curriculum for Grade 4B. Binghamton: The Author, 1932.
140. National College of Education - Curriculum Records of the Children's School. Evanston: Bureau of Publications, National College of Education, 1932. 562 pp.
141. Pueblo, Colorado - Teachers' Lesson Units. Pueblo, Colorado, District No. 1, 1932.
142. Virginia, State Teachers College - Training School Course of Study: Kindergarten, First, Second, and Third Grades. Farmville: Virginia State Teachers College, 1932. 237 pp. A detailed description of the unit-type curriculum used in this school. Grade and subject statements are given.

#### c. Learning Studies

143. Atwater, C. S. - "Achievements in English under the Activity Program." The Elementary English Review, 9:38-41, 47, February, 1932. How opportunities for oral and written English grow out of activities under the guidance of an ingenious teacher is graphically described.
144. Bastian, F. F. - "A Controlled Experiment on the Contract Versus the Recitation Method in Biology." Abstract in Penn State Studies in Education, No. 4. State College: Pennsylvania State College, 1932, pp. 17-18. The contract method appeared to be superior in this study based on 154 pupils.
145. Olander, H. T. and Sharp, E. P. - "Long Division Versus Short Division." Journal of Educational Research, 26:6-10, September, 1932. Based on 1,265 pupils in grades 4 to 12, this study supports the thesis that short division should be taught only as a short cut method after the longer form has been mastered.



146. Wood, B. D. and Freeman, F. N. - An Experimental Study of the Educational Influences of the Typewriter in the Elementary School Classroom. New York: Macmillan, 1932. 241 pp.

#### V. LEARNING ACTIVITIES IN THE SEVERAL SUBJECTS

##### a. Fine and Industrial Arts and Home Economics

147. Goldstein, Harriet and Goldstein, Vetta - Art in Every Day Life. Revised Edition. New York: Macmillan, 1932. 528 pp. An excellent treatise, well-illustrated, of the principles of design as applied to everyday living.
148. Pierce, A. E. and Hilpert, R. S. - Instruction in Music and Art. U.S. Office of Education Bulletin, 1932, No. 17. Monograph of the National Survey of Secondary Education, No. 25. Washington, D. C.: Government Printing Office, 1933. 68 pp. In these monographs are presented analysis of courses of study in the fields indicated and discussion of teaching procedures in the subjects of these fields (Monographs--127, 128, 129, 130, 131, 132).
149. Tannahill, S. B. - Fine Arts for Public School Administrators. New York: Bureau of Publications, Teachers College, Columbia University, 1932. 145 pp. Philosophy and suggestions presented in a compact form. Delightfully illustrated.
150. Education, 52:569-630, June, 1932. The whole issue is devoted to the subject of industrial arts.

##### b. Foreign Language

151. Eddy, F. M. - Instruction in Foreign Languages. U.S. Office of Education Bulletin, 1932, No. 17. Monograph of the National Survey of Secondary Education, No. 24. Washington, D. C.: Government Printing Office, 1933.

##### c. Health and Physical Education

152. Brammell, F. R. - Health and Physical Education. U.S. Office of Education Bulletin, 1932, No. 17. Monograph of the National Survey of Secondary Education, No. 28. Washington, D. C.: Government Printing Office, 1933.
153. White House Conference on Child Health and Protection, 1930. Committee on the School Child - School Health Program. New York: The Century Co., 1932. 400 pp. Deals with all phases of the obligation of the school to help safeguard the health of the child.

##### d. Language

154. Bruner, H. B. - "The Present Crisis--Art's Opportunity." Eastern Arts Association Bulletin, February 15, 1933.
155. Dawson, M. A. - "Traditional versus Progressive Practices in Teaching Language Usage." The Elementary English Review, 9:53-6, 79, March, 1932. The emphasis of this discussion is on diagnosis, individual instruction, coordination and life situations.
156. Lyman, R. L. - Enrichment of the English Curriculum. Supplementary Educational Monograph, No. 39. Chicago: University of Chicago Press, 1932. 251 pp.
157. Smith, D. V. - Instruction in English. U.S. Office of Education Bulletin, 1932, No. 17. Monograph of the National Survey of Secondary Education, No. 20. Washington, D. C.: Government Printing Office, 1933. 88 pp.

This survey is based on 156 courses of study. Also classes were viewed in operation in 15 widely separated states.

158. Smith, N. B. - Functional Reading, Objectives and Activities for Grades One to Six. Mimeographed, 108 pages. May be secured through Board of Education, Greensboro, North Carolina, or the author now at Whittier College, Whittier, California.
159. Veverka, M. M. - Literature, for Grades Three and Four, Five and Six, Seven and Eight. Mimeograph, 33 pages. Suggestions by Dr. Veverka, as Director of Curriculum for Los Angeles, giving reports and materials for use by grade teachers.
160. Warren, J. E. - "Curriculum-making in Reading Based on the Results of Standardized Tests." Elementary School Journal, 32:504-9, March, 1932.

e. Mathematics and Science

161. Beauchamp, W. L. - Instruction in Science. U.S. Office of Education Bulletin, 1932, No. 17. National Survey of Secondary Education, Monograph, No.22. Washington, D. C.: Government Printing Office, 1933. 63 pp. This investigation of the teaching of science in secondary schools is based upon the analysis of 58 courses in general science, 45 courses in biology, 27 courses in physics, and 30 courses in chemistry.
162. Curtis, F. D. - "The Teaching of Science in Secondary Schools of North Central Association." Science Education, 17:1-11, February, 1933. A study of questionnaires from 5,481 science teachers in 2,167 accredited secondary schools. Subjects taught, preparation of teachers and methods are among the items considered.
163. Hizer, I. S. and Harap, Henry - "The Learning of Fundamentals in an Arithmetic Activity Course." Educational Method, 11:536-39, June, 1932. A survey of the steps necessary for learning decimals and the practice secured on these steps in an activity set-up.
164. Lide, E. S. - Instruction in Mathematics. U.S. Office of Education Bulletin, 1932, No.17. Monograph of the National Survey of Secondary Education, No. 23. Washington, D. C.: Government Printing Office, 1933. 72 pp. An attempt to present outstanding practices and innovations in the field of mathematics.

f. Social Science

165. Dunn, F. W. and Bathurst, E. G. - Social Studies for Rural Schools: Agriculture in World Civilization. New York: Institute of School Experimentation, Teachers College, Columbia University, 1932. 230+ pp.
166. Dunn, F. W. and Bathurst, E. G. - Social Studies for Rural Schools: Guide and General Outline. New York: Institute of School Experimentation, Teachers College, Columbia University, 1932. 66 pp.
167. Harden, Mary - "Some Aspects of the Teaching of International Relations in the Elementary School." Teachers College Record, 34:34-42, October, 1932. Some interesting ways of introducing larger group consciousness into the school curriculum.
168. Kimmel, W. G. - Instruction in the Social Subjects. U.S. Office of Education Bulletin, 1932, No. 17. Monograph of the National Survey of Secondary Education, No. 21. Washington, D.C.: Government Printing Office, 1933.
169. National Society for the Study of Education - The Teaching of Geography. Thirty-Second Yearbook, 1933. Bloomington: Public School Publishing Company, 1933. 615 pp.
170. Syllabus for Course in Pacific Relations for Secondary Schools. (Mimeographed) Developed by Reginald Bell, Stanford University, Donald R. Nugent, Menlo

Junior College, John A. Hockett, University of California. Limited number of copies available for free distribution to teachers and curriculum makers who can use the material and agree to offer criticisms. Contains units as follows: (1) Economic Introduction to Countries of the Pacific; (2) China; (3) Japan; (4) Oceania; (5) Present Pacific Problems, including migrations and Manchuria.

#### VI. TIME ALLOTMENT AND GRADE PLACEMENT

171. Cabanatan, S. I. - Vocabulary Burden of Eighth-Grade English Textbooks in the Public High Schools of the Philippine Islands. 1932, University of Michigan. (Unpublished Master's Thesis). 145 pp. The analysis was made in terms of the Thorndike "Teachers Word Book." It was found that the book used in the Philippine schools has a more difficult vocabulary than that of the typical book for use by American children, although English is foreign to the Philippine children. In each book several hundred words were found to be used less than four times.
172. Lewerenz, A. S. - "Reading Material Evaluated by Means of the Vocabulary Grade Placement Formula." Los Angeles Educational Research Bulletin, 9:98-119, April, 1932. Two hundred and sixty-three textbooks and books of fiction are analyzed for vocabulary difficulty and vocabulary diversity, and are then given a grade placement.
173. Little, C. E. - "Sequence of Study and of Studies." Peabody Journal of Education, 9:259-65, March, 1932.
174. McHugh, F. A. - "Relative Placement of Arithmetic and Geography Units in the School Curriculum." Kadelphian Review, 12:35-41, November, 1932.

#### VII. PROVIDING FOR MASTERY

##### a. Adapting Instruction to Individuals

175. Ingram, C. P. - "Curriculum Making for the 'Very Slow' Child." Educational Method, 11:513-20, June, 1932. How progressive ideas may be applied to the curriculum for borderline children is interestingly described.
176. Killion, P. E. - "Provisions for Differentiated Curricula in Senior and Four-Year High Schools in California." California Quarterly of Secondary Education, 7:178-81, January, 1932.
177. Vreeland, Wendell - "Some Possibilities for the Individualization of Commercial Instruction." Balance Sheet, 14:307-11, March, 1933. The possibilities of remedial and individual instruction and ability grouping as applied to commercial subjects.
178. Works, G. A. - "Survey of Curriculum Provisions for Individualizing Instruction." Institute for administrative officers of higher institutions. Proceedings, 1932, pp. 71-8.

##### b. Testing Results

179. Branom, M. E. - "Testing in the Field of Geography." National Society for the Study of Education, The Teaching of Geography, Thirty-Second Year-book, 1933. Chapter 21, pp. 333-44.
180. Hurd, A. W. - "Comparisons of Short Answer and Multiple Choice Tests Covering Identical Subject Content." Journal of Educational Research, 26:28-30, September, 1932.

181. Martz, H. B. - "A Study of the Validity of Various Types of Examinations." Abstract in Penn State Studies in Education, No. 4. State College, Pennsylvania: Pennsylvania State College, 1932, p. 57. True-false, multiple-choice, completion, and essay-type examinations were compared in this study.
182. Perry, F. V. and Broom, M. E. - "A Study of Standard Tests and of Teacher-Made Objective Tests in Foods." Journal of Educational Research, 26:102-4, October, 1932. A study to support Ruch's contention that teacher-made tests may have as high or higher validity and reliability as tests now on the market.
183. Tyler, R. W. - "Improving Test Materials in the Social Studies." Educational Research Bulletin, 11:373-9, November 9, 1932. Test materials in the social studies are concerned too largely with informational objectives. It is equally important that satisfactory tests be developed for those habits, attitudes and ideals required of socially effective citizens.
184. Tyler, R. W. - "Making a Co-operative Test Service Effective." Educational Research Bulletin, 11:287-92, May 25, 1932. Sets up a plan for co-operative test making which provides for the differences in the objectives emphasized by different instructors and institutions.
185. Tyler, R. W. - "Measuring the Results of College Instruction." Educational Research Bulletin, 11:253-60, May 11, 1932. Current methods of test construction are criticized and techniques for the development of valid and reliable tests are offered.
186. "Educational Tests and Their Uses." Review of Educational Research, 3:1-80, February, 1933. The whole issue is devoted to educational tests and their uses.

#### VIII. SELECTING LEARNING EQUIPMENT AND SUPPLIES

##### a. Selecting Supplies

187. Brodshaug, Melvin - Buildings and Equipment for Home Economics in Secondary Schools. Contributions to Education, No. 502. New York: Bureau of Publications, Teachers College, Columbia University, 1932. 178 pp.
188. Creighton, Martha - "Housing the Home Economics Department." Journal of Home Economics, 24:1064-73, December, 1932.
189. Fritz, A. V. - "Our Science Room." School Science and Mathematics, 33:275-8, March, 1933.
190. Gregory, W. M., Abrams, A. W., and Peters, Rupert - "Materials for Visual Instruction in Geography." National Society for the Study of Education, The Teaching of Geography, Thirty-Second Yearbook, 1933, Chapter 24, pp. 385-94.
191. Van Alstyne, Dorothy - Play Behaviour and Choice of Play Materials of Pre-School Children. Chicago, Illinois: University of Chicago Press, 1932, 104 pp. A careful study of "the reactions of 112 pre-school children to twenty-five play materials."
192. Baltimore, Maryland, Department of Education - "Course of Study in English. Grades 7 to 12." Baltimore, Maryland: The Author, 1932, pp. 216-17. Describes the physical environment for instruction in English.
193. Detroit Public Schools - "Course of Study in General Arts, Grades One through Six." Detroit: Board of Education, 1932, pp. 290-301. Objectives in terms of specific abilities form the background of this curriculum plan.
194. School Buildings, Grounds, Equipment, Apparatus, and Supplies. Review of Educational Research, 2:343-441, December, 1932. The whole issue is devoted to school buildings, grounds, equipment, apparatus and supplies.



b. Selecting Texts

195. Buckingham, B. R. - "The Scientific Development and Evaluation of Textbook Materials." National Education Association, Department of Superintendence, Official Report, 1933, pp. 159-66. A critical article which will help the curriculum maker or superintendent of schools who is trying to develop a scientific score card for use in the selection of textbooks.
196. Knowlton, P. A. - "Publishers and the Curriculum." Elementary School Journal, 33:502-13, March, 1933.
197. Smith, D. V. - "Evaluation of Composition Textbooks - A Report of National Council Committee." English Journal, 21:280-95, April, 1932. The report of a committee, assisted by various experts in the teaching of composition in the secondary schools, appointed by the National Council of Teachers of English to evaluate the various textbooks in composition.
198. California State Department of Education - Evaluation of Arithmetic Textbooks. Department of Education Bulletin, No. 19. Sacramento, California: The Author, 1932, 28 pp. Reports procedures and criteria developed by the California Curriculum Commission in its study of arithmetic textbooks for state adoption.

IX. APPRAISAL OF COURSES OF STUDY

199. Kirk, R. E. - "Chemistry Teacher and Service Courses in the Land-Grant College." Journal of Chemical Education, 9:538-56, March, 1932.
200. Phillips, E. B. - Analysis of the Curricula of the Small High Schools of Maine. University of Maine Studies, Second Series, No. 23. 89 pp. Orono: University of Maine, 1932.
201. Strayer, G. D. and Others - Report of the Survey of the Schools of Chicago, Illinois. Vol. III. New York: Bureau of Publications, Teachers College, Columbia University, 1932. Chapters 2 and 3, pp. 18-73. Chapter Two deals with the curriculum in the elementary school. Chapter Three with that of the High School. The constructive criticism should be of value to one who is examining his own curriculum.
202. Sweeney, F. G., Barry, E. F., and Schoelkopf, A. E. - Western Youth Meets Eastern Culture; a Study in the Integration of the Social Studies, English and Art in the Junior High School. New York: Bureau of Publications, Teachers College, Columbia University, 1932, pp. 192-245.
203. Secondary Education Board - Report of a Study of the Secondary Curriculum. Milton, Massachusetts: Office of the Board, 1932. 237 pp. A type of report on the secondary curriculum which public schools are fortunately getting away from.

I N D E X

- Activity Programs: 4, 127 through 142, 143, 163.
- Administration: 68, 149.
- Agriculture: 81, 165.
- Algebra: 96, 98.
- Appraisal: 120, 130, 199 through 203.
- Arithmetic: 97, 171, 174, 198.
- Art: 115, 147 through 150, 154, 193, 202.
- Bibliographies: 1 through 7.
- Biology: 100, 103, 144.
- Chemistry: 99, 102, 104, 199.
- College: 16, 81 through 82, 111, 185.
- Commercial: 18, 75, 77 through 79, 177.
- Elementary: 1, 11, 16, 32, 55, 73, 80, 97, 100, 106, 107, 113, 116, 131, 139, 142, 146, 156, 159, 167, 201.
- English Language: 86, 87, 143, 156, 157, 171, 194, 197, 202.
- English Language-Composition: 88, 90, 91.
- English Language-Grammar: 94.
- Enrichment: 29, 33, 39.
- Equipment and Supplies: 187 through 194.
- Extra-Curricular Activities: 118.
- Family: 84.
- Foreign Language: 151.
- French Language: 114.
- General: 1 through 59, 60, 63, 120.
- Geography: 6, 108, 110, 169, 174, 179, 190.
- Grade Placement: 171 through 174.
- Guidance: 27.
- Health: 14, 80, 113, 152 through 153.
- High School: 12, 15, 16, 18, 28, 29, 31, 33, 35, 36, 44, 45, 48, 49, 50, 51, 52, 54, 55, 56, 57, 61, 66, 69, 70, 72, 76, 86, 88, 101, 102, 104, 105, 162, 170, 176, 187, 200, 201, 203.
- Higher Education: 16, 81 through 82, 111, 185.
- History: 108, 109.
- Home Economics: 83 through 85, 147 through 150, 182, 187, 188.
- Individual Differences: 175 through 178.
- Industrial Arts: 77 through 79, 147 through 150.
- Integration: 16, 57, 69, 137, 139.
- Junior College: 47.
- Junior High School: 9, 25, 64, 85, 101, 110, 202.
- Laboratory: 37.